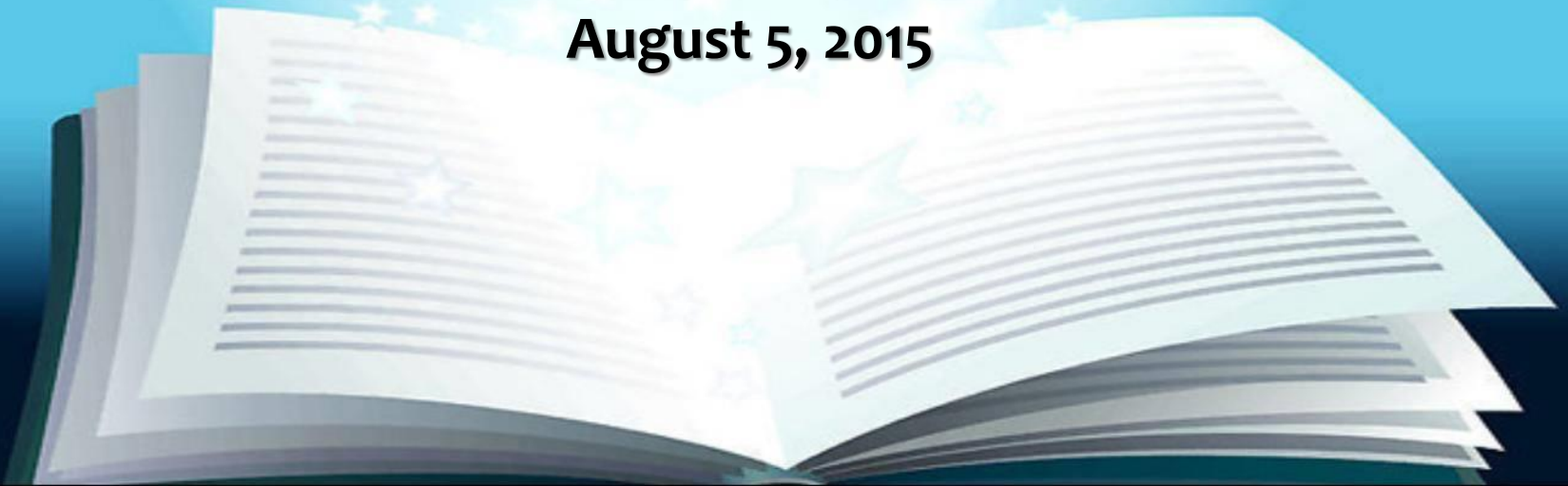


# **VOCABULARIANS: INTEGRATED WORD STUDY IN THE MIDDLE GRADES**

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Richmond, VA  
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# Vocabularian:

(n.) a person who is particularly  
or overly attentive to words

(Collins English Dictionary)



## *Kerrigan, Grade 8:*



“It’s nice having a big vocabulary because it makes you sound more intelligent in whatever you’re writing or when you are taking a test, just anywhere really. Vocabulary also really helps in reading. And then once you learn a new word, it pops up everywhere! It’s like once you get glasses you notice a lot of people have glasses. So once you get something, you’re more attuned to noticing it.”

# *Carter, Grade 7:*



“Vocabulary helps you because the more you know words, the more fluent you can be in reading, the better you can read and write, and the better your writing sounds. You can also read more challenging books. There’s always going to be a time when you have to sound professional, whether you’re applying for a job or anything else. You’re just going to have to know how to use a good vocabulary.”

“In under-resourced schools in urban settings, a large number of students reach sixth grade without gaining the sophisticated vocabulary they need to read for understanding.”

(Kieffer & Lesaux, 2010)



# Academic language development is...

“...word knowledge that makes it possible for students to engage with, produce, and talk about texts that are valued in school.”

(Flynt & Brozo, 2008)



Academic vocabulary, the specialized and sophisticated language of text, is a particular source of difficulty for students who struggle with comprehension.

(Kelley, Lesaux, Kieffer, & Faller, 2010)

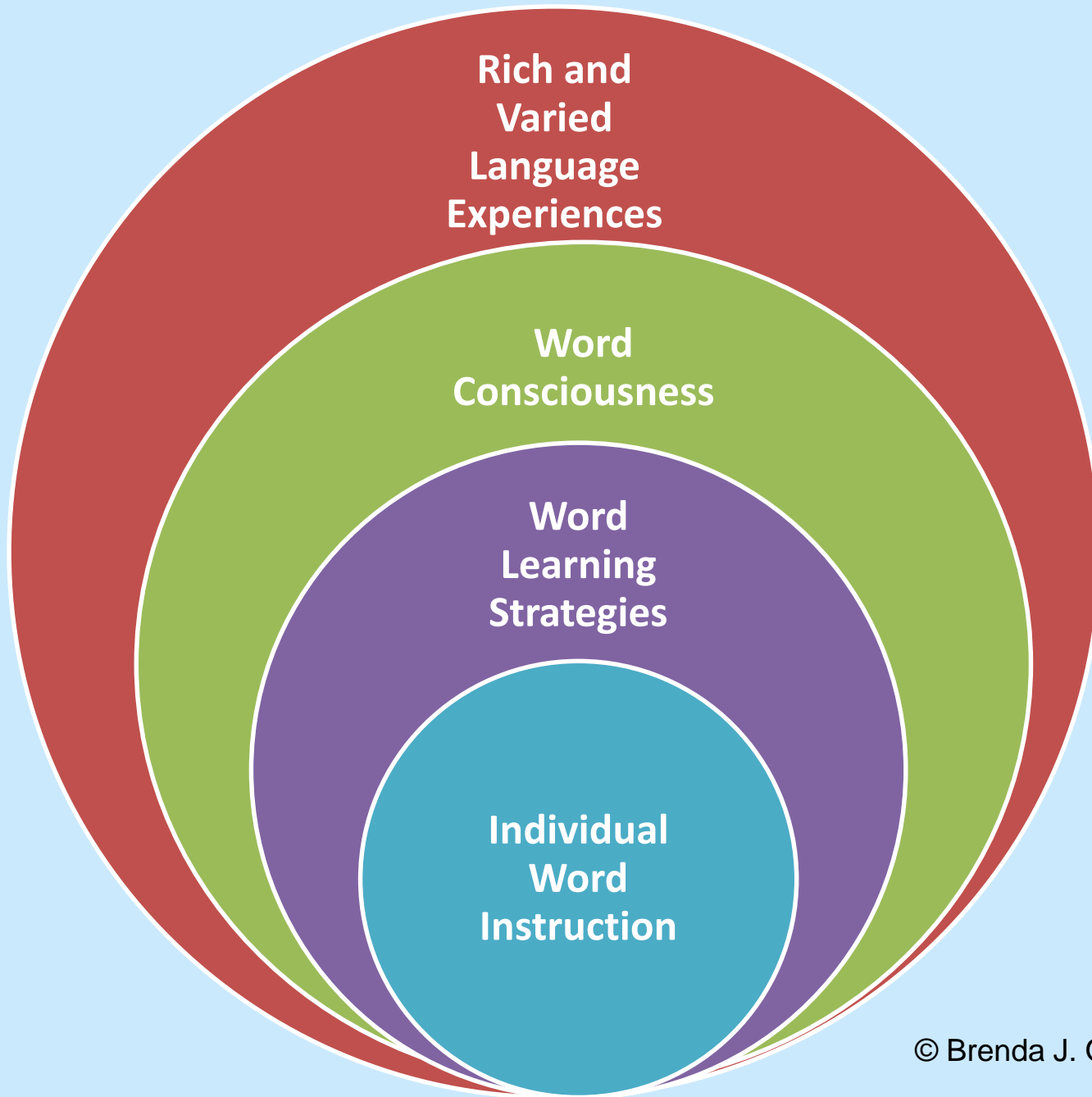


# ORGANIZING FOR VOCABULARY DEVELOPMENT

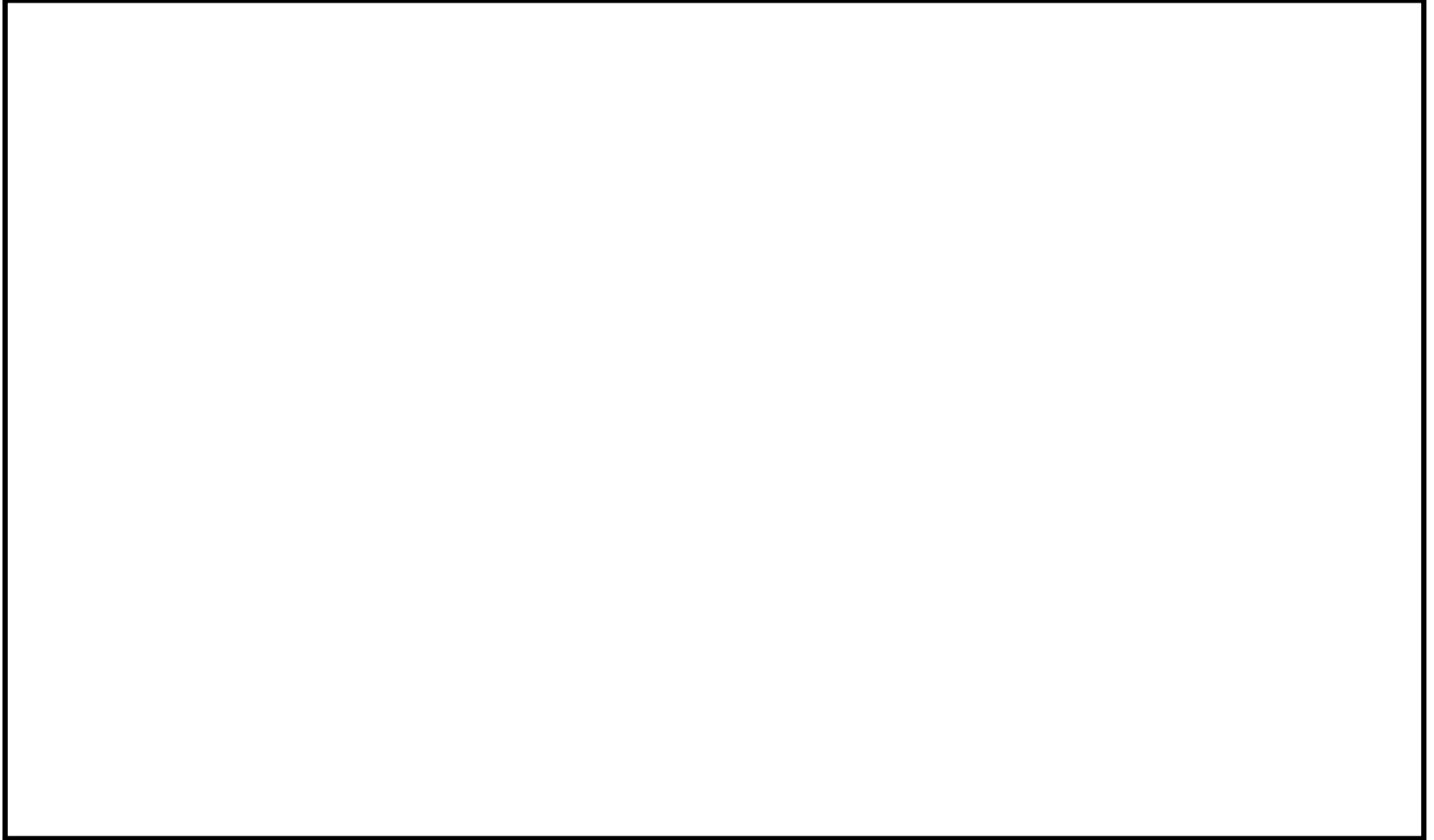


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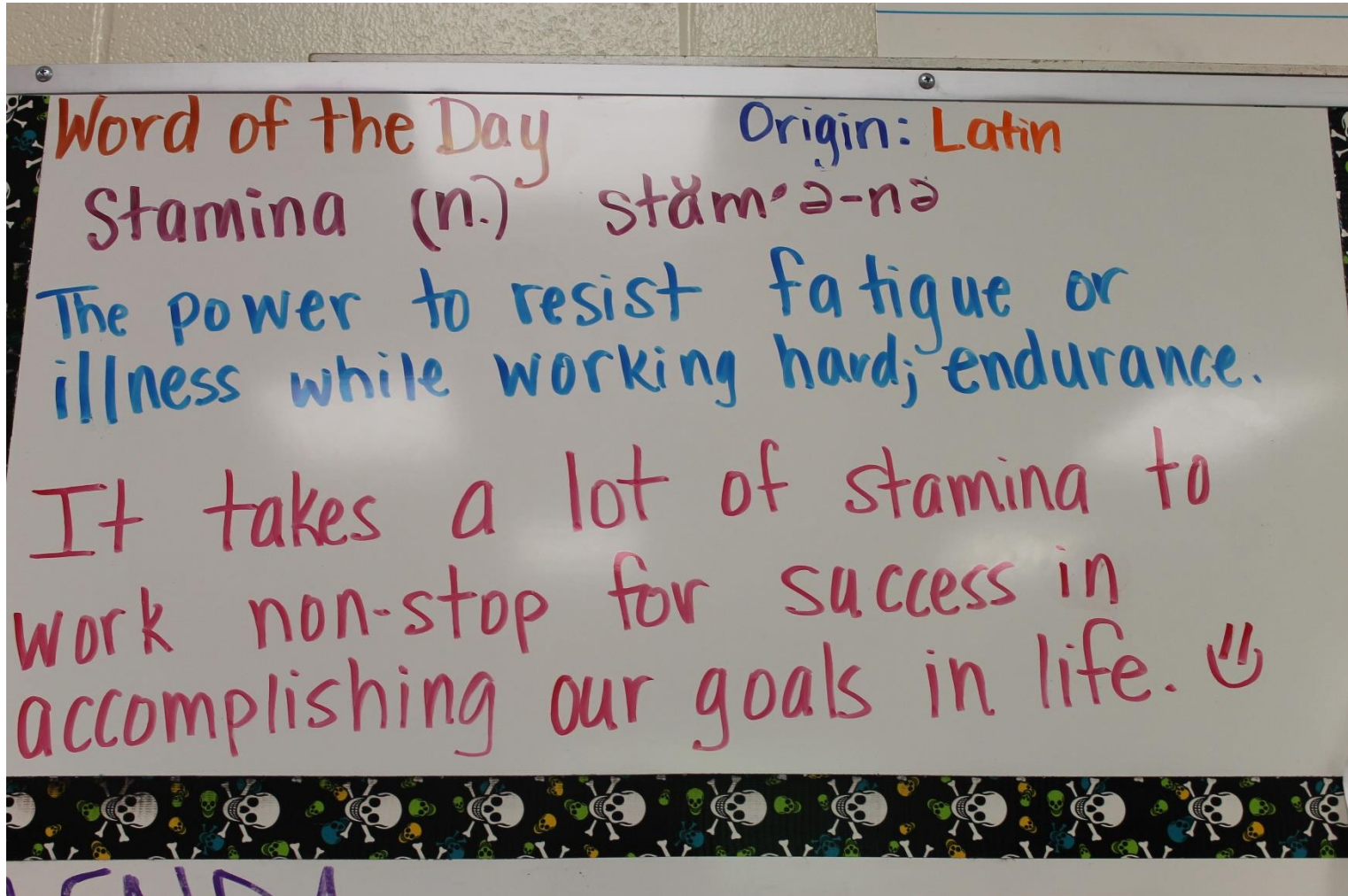




# Rich and Varied Language Experiences



# Developing Word Consciousness



# Individual Word Instruction

- Informally assess student word knowledge.
- Select a small number of high-utility words.
- Introduce words in context.
- Develop student-friendly definitions of individual words within networks of meaning.
- Teach and reinforce word parts when introducing multisyllabic words.

# Word-Learning Strategies

- Use of Context
- Use of Word Parts
- Use of Reference Materials



# USE OF CONTEXT

- Around word
- In word
- Beyond word



# Introducing Words in Cloze Sentences

**Y-O-Z-SOME**

**Achievement**  
The color blue reminds me of achievement because my favorite color is blue and I like to have many achievements.  
Annotator

**Y-O-Z-SOME**  
The color yellow represents sunny and happy because of Frank and a fire sign is yellow.  
Scott D.

falter fathoms generations raged terrace unconscious wreckage zenith

That day, as he helped his father plant turnips, Kino saw the sky overcast halfway to the \_\_\_\_

For \_\_\_\_ fathers had watched earth and sea. He was \_\_\_\_

If you are afraid, your hands tremble, your feet \_\_\_\_, and your brain cannot tell hands and feet what to do.

Upon the beach where the village stood not a house remained, no \_\_\_\_ of wood or fallen stone wall,...

Deep under the deepest part of the ocean, miles under the still green waters, fires \_\_\_\_ in the heart of the earth.

"Do you think he will see me if I stand on the edge of the \_\_\_\_ and wave my white girdle cloth?"

It rushed over the flat still waters of the ocean and before Jiya could scream again it reached the village and covered it \_\_\_\_ deep in swirling wild water, green laced with fierce white foam.

**Ne**  
The color pink reminds me of me because color pink is an ordinary color, it is kind of childish and looks like a color someone creative would use.

**Remember**  
The color red reminds me of them because it is red and it is me.

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# What's the Word?



There is no Wal-Mart without China is an example of \_\_\_\_\_.





# USE OF WORD PARTS

- Multisyllabic words
- Affixes
- Roots
- Basis of many content area words

\* Most common

# Affixes — changes the meaning of words

## prefixes

- \* un- not
- \* dis- not, opposite
- \* re- again
- \* in-, im-, il-, ir- not

## suffixes

- ing \* verb form / Present participle
- ed \* Past tense verbs
- s, -es \* more than one
- ly \* characteristic of

# USE OF REFERENCE MATERIALS

- Authentic use
- Clarification

# Vocabulary Instruction in Middle School

- Start with an engaging piece of short text.
- Less is more—depth over breadth.
- Increase opportunities to talk.
- Teach specific strategies for word learning (context, word parts, reference materials).
- Incorporate activities to promote word consciousness.
- Use the writing process as vehicle for vocabulary development.
- Recognize the importance of personal connections. (Kelley, Lesaux, Kieffer, & Faller, 2010)



# Planning for Vocabulary Development

- Interdisciplinary Team
- ELA Professional Learning Community
- Published Literacy Curriculum

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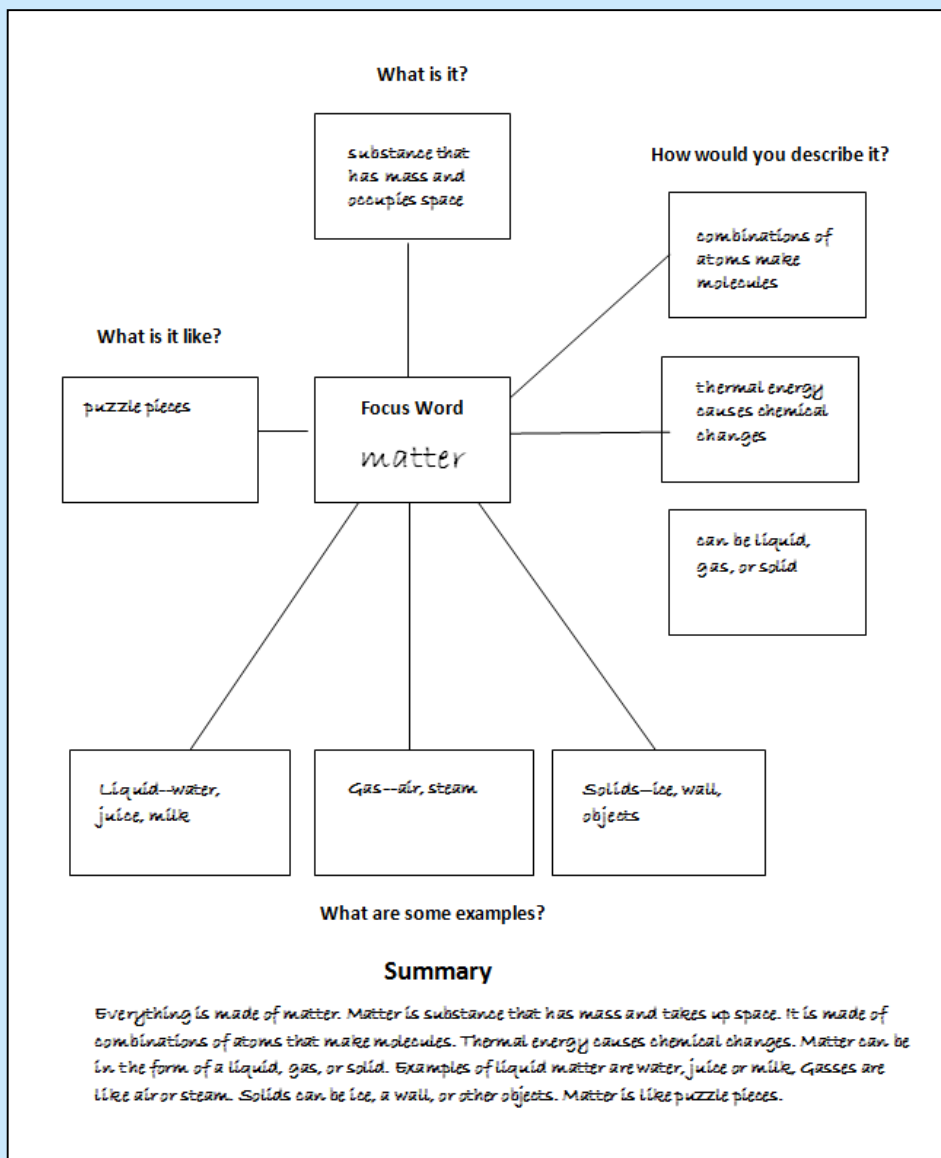
	Vocabulary Schedule	Selecting Words	Introducing Words	Word Exploration and Practice Activities	Assessment
<b>Interdisciplinary Team</b>	ELA, Math, Science, Social Studies teachers on each team. Facilitator was assistant principal.	Each teacher selected one word in an upcoming lesson and the facilitator selected one school-wide high utility word. Students worked on five networks of words for a two-week cycle.	Facilitator created a What's the Word? power point. Each teacher introduced words in a different way.	Embedded in content classes. Practice activities planned for last five minutes of each class.	Assistant principal designed a team-wide common quiz for each team. Teachers administered at the end of two weeks. Facilitator graded and shared the data with teachers. Discussed results as teams.
<b>English Language Arts PLC</b>	All ELA teachers in the building, plus special education and library/media specialist. Facilitator was a district resource teacher assigned to the school.	Teachers discussed and decided words that students needed to know in upcoming lessons. Students worked on five to eight networks of words total for two-week cycle.	Introduced one word a day in English language arts classes the first week of the vocabulary cycle.	A segment of the class period the second week of the vocabulary cycle.	Resource teacher designed common formative assessment. Each teacher administered in ELA. Teachers graded and discussed results in the PLC meeting.
<b>Integrated within a Published Program</b>	ELA teacher followed published unit plan but modified for student needs. Added enhanced vocabulary study. Shared ideas with other teachers.	Words were identified in the program before a new text. Students worked on seven to nine networks of words in ELA vocabulary study.	Introduced new words at the beginning of each unit in the published program.	Integrated into daily lessons.	Included brief quizzes and as part of reading scrimmage test for state assessment. Teacher graded and students analyzed assessment.

# DIVING DEEPER INTO WORDS AND PHRASES



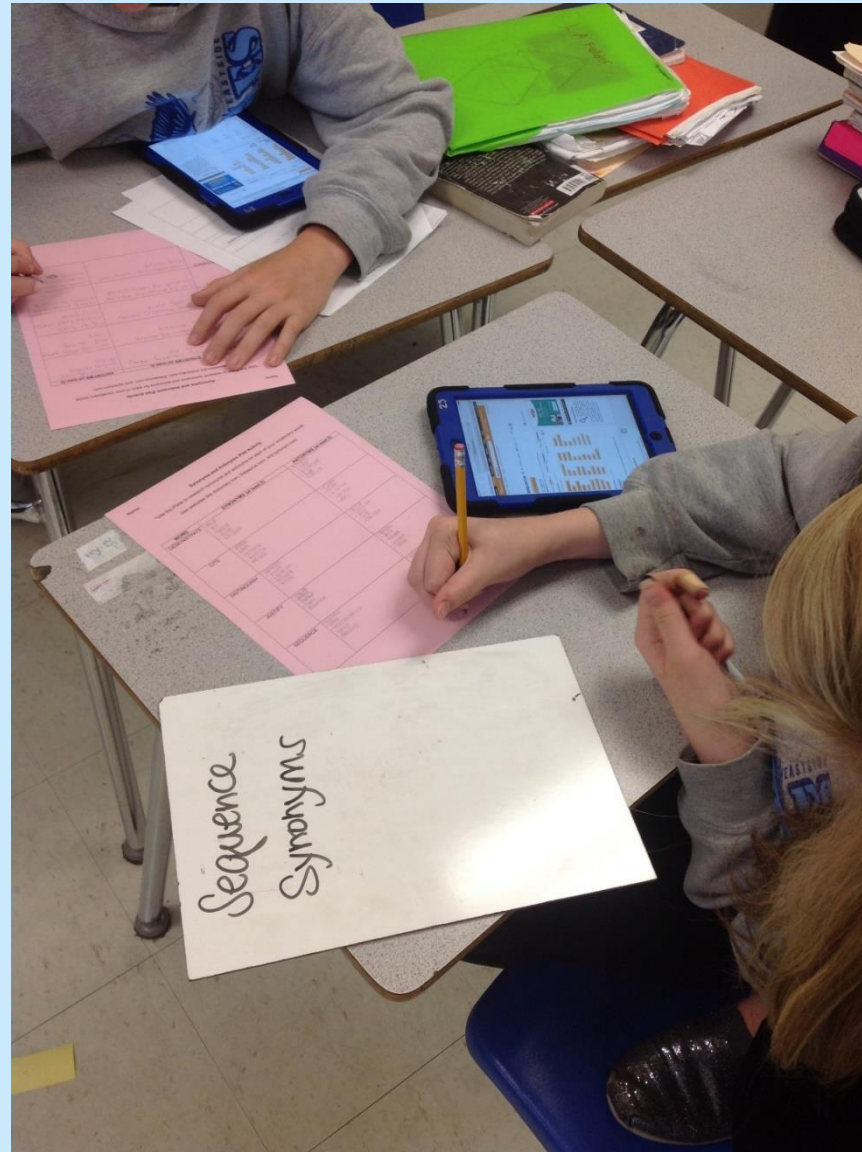
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# Concept of Definition Map





# Adding Synonyms and Antonyms





# Semantic Gradients → Connotation

WORDS WITH NUANCES: <u>happy/sad</u>	
WORDS:	MEANINGS:
Care free	Free from anxiety or responsibility.
Sunny	cheery and bright.
Jolly	happy and cheerful
Melancholy	A feeling of pensive sadness, typically with no obvious cause.
Sorrowful	Feeling or showing grief.
heart broken	Suffering from overwhelming distress/very upset.
depressed	In a state of general unhappiness or despondency



# Figurative Language

## Figurative Language

**There is quite a bunch of figurative language in Lord's song "Team". First is two hyperboles "A hundred jewels on throats" and "A hundred jewels between teeth". These are hyperboles because A hundred jewels is an extreme exaggeration. A simile in "team" is "their skin in craters like the moon". The reason this is a simile is because it is comparing two things using like or as. Some personification is "The moon we love like a brother" "this is personification because the moon cannot actually be your brother.**

# Verbal Analogies

Words are to vocabulary study as \_\_\_\_\_  
are to \_\_\_\_\_.

Word	Definition	Sentence 7 or more words	Synonym(s) or Example	Antonym(s) or Example	Picture	Idioms, Analogies and/or Other Meanings
resolution p. 203	the solution to a problem	To find the resolution to a conflict, you should see a therapist.	decision settlement	decision similarity		Resolution: decision: decision: doubt
unity p. 264	the state of being joined together as a whole	Sparta and Athens became a unity so they can beat the Persians.	agreement consensus	disagreement fighting		Unity: agreement: disagreement: fighting
bankruptcy p. 267	the state of being unable to pay debts	Most people go bankruptcy because of taxes.	loss overdraft	accomplishment achievement		bankruptcy: overdraft: accomplishment: achievement
global p. 366	affecting or involving the whole world	Pollution is global to the earth.	overall universal	total individual		global: universal: local: individual
legacy p. 365	something handed down from one generation to another	when you die, you should leave some legacy behind.	tradition custom	non-tradition unusual		legacy: tradition: non-tradition: advanced
stagnant p. 266	inactive, not moving, growing or improving	when I first woke up, I am stagnant.	dominant stationary	spirited active		stagnant: stationary: active: moving

# CREATIVE ACTIVE PRACTICE



# Examples of Creative Active Practice

- Motor Imaging
- Word Widgets
- Word Colors
- The Hot Seat
- Technology



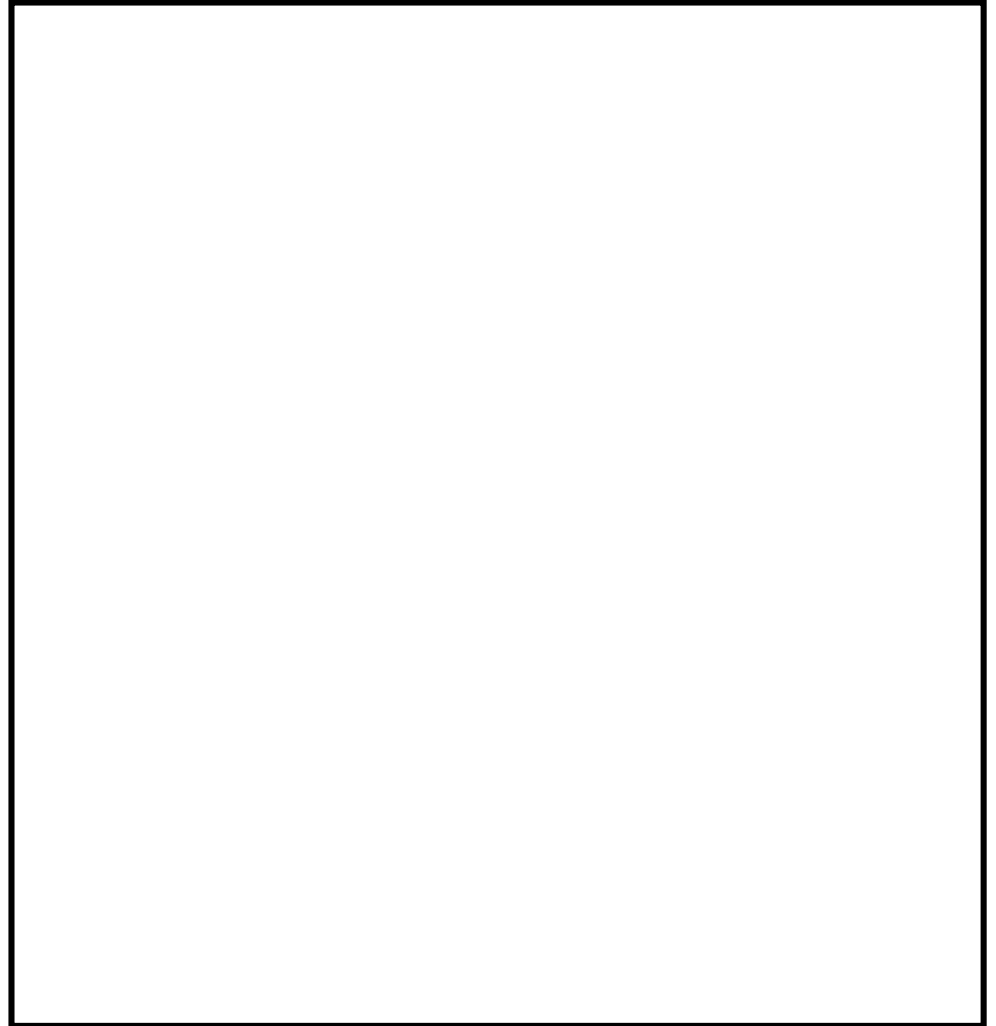
# Word Colors



1. Choose a multisyllabic word.
2. Write the word on one side of the card.
3. Color the word side of the card a color to represent the word.
4. On the other side of the card, write a sentence telling why that color represents the word.

# The Hot Seat

1. First letter
2. Last letter
3. Number of syllables
4. Part of speech
5. Synonym
6. Antonym
7. Definition
8. Clues or other definitions
9. Comparisons





**“The words we use  
define who we are.”**

Steven Stahl, 2005



*Ally,  
grade 8:*



“I feel vocabulary is a big part of my life because I refuse to lower my standards. I’m trying to reach higher and I think expanding my vocabulary makes me expand who I am. It gives me more details to express myself and help me learn.”

# VOCABULARIANS

Integrated Word Study in the Middle Grades



Brenda J. **Overturf** with Leslie H. **Montgomery** and Margot Holmes **Smith**  
*Authors of Word Nerds*

An open book is shown at the bottom of the frame, with its pages slightly curved. The background is a solid light blue, filled with numerous white stars of varying sizes. The stars are scattered across the entire background, with a higher concentration around the text. The overall effect is one of a bright, starry night sky.

# **Thank you!**

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